

EDUCATION 5630

Educational Leadership and the Change Process

Summer Session II, 2014

Dates: July 2-22, 2014

Time: 1:00 to 3:50 Room: TH341

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Course Materials

- Harris, A. (2014). *Distributed Leadership Matters*. Thousand Oaks, CA: Corwin.
- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association
- There will also be a selection of academic articles that will be accessible electronically through the University of Lethbridge library.
- Alberta Education (2009). *Principal Quality Practice Guidelines*.
Document located on Alberta Education website at:
<http://education.alberta.ca/media/949129/principal-quality-practice-guideline-english-12feb09.pdf>
- Alberta Education. (2010). *The Alberta School Leadership Framework*
Document located on Alberta Education website at:
<http://education.alberta.ca/media/2266441/thealbertaschoolleadershipframework.pdf>

IT IS RECOMMENDED THAT YOU GET AS MUCH OF THE ASSIGNED ALMA HARRIS TEXT READ AS POSSIBLE PRIOR TO THE START OF CLASS. A MINIMUM OF CHAPTERS 1-3 NEED TO BE READ FOR FIRST WEEK OF CLASS.

Course Description

This course introduces students to the concept of educational leadership and the change process. Students will examine educational leadership models, the change process, administration theory, and the role of vision in leadership.

Learner Outcomes

- A. Promote effective leadership practices. Learners will:
- Explore the continuum of leadership models over time
 - Examine contemporary leadership perspectives and evaluate effectiveness relative to school improvement

- Synthesize contemporary leadership perspectives studied to determine core elements of effective leadership practices
- Demonstrate an understanding of the leadership standards in Alberta and how they correlate with elements of contemporary leadership perspectives.
- Articulate leadership beliefs and values grounded in personal experience and furthered by scholarly inquiry, reflection, and dialogue.

B. Promote and facilitate effective change processes. Learners will:

- Explore perspectives on change theory and relationship to school improvement processes
- Apply elements of a change theory to a change mandate in the provincial and local context
- Demonstrate an understanding of the relationship between leadership perspectives and change theory

C. Build scholarship capabilities. Learners will:

- Demonstrate capacity for scholarly writing using appropriate format, language, and structure
- Enhance skills of communication and discussion specific to leadership practice
- Develop research skills including use of library electronic articles
- Become knowledgeable about the features of the Leadership program and the nature of each course, including the staging and the purposes of internships

Evaluation

Assignments	Value	Due
Assignment #1 Leadership Beliefs and Values Statement (a)	5%	July 4
Leadership Beliefs and Values Statement (b)	10%	July 18
Assignment #2 Contemporary Leadership Perspectives Presentation	10%	July 7-8 Scheduled in class – partners. One page summary to be submitted for the group.
Assignment #3 Personal reflection PPCSL	10%	July 10
Assignment #4 Group Presentation Correlate PPCSL to leadership perspectives or apply change theory to provincial or school context	20%	July 14 – 17 Scheduled in class – 5 groups. Two page summary to be submitted by each member of the group.
Assignment #5 Joint Research paper (5630 & 5631)	35%	July 23
Dialogue and critique	10%	Participation and contribution in class discussions and in group seminars

Penalty for late work: Late assignments will lose 10% per calendar day, unless an extension was granted prior to the due date.

Assignments, Criteria, and Rubrics

Assignments #1 – 4

Description and rubrics will be distributed at the beginning of the course

Assignment #5: Research Paper (2000 words – excluding references) **35%**
 (one paper to be submitted as the final assignment for both Educ. 5630 and Educ. 5631).

Over the course of the summer you have been exposed to numerous ideas and theories about leadership, culture, and the change process.

What have you learned about the relationship between the interplay of leadership principles, school culture, and the change process that will be important to you when you think about improving student learning as you enter a leadership role (formal or teacher leader) in your school?

In other words, what are the big ideas, and not all the ideas, in this interplay that you think are most important for your professional context and why? Make an academic argument and defend your position with appropriate references in APA format.

It may help you to consider this task in the context of an idea that you might want to develop in your first internship or in the context of some innovation related to a specific element of C&I, or assessment, or inclusion, or another idea/innovation that you feel strongly would be worth introducing to your colleagues. Please discuss your choice with us.

Criteria	Exemplary 33-35% (A+, A)	Proficient 28-32% (A-, B+, B)	Unsatisfactory 27% or less (B-)
Appropriate components and argument	The paper clearly establishes a credible synthesis of leadership principles, school culture, and the change process with appropriate links to student learning and with appropriate cites from the literature.	The paper partially establishes arguments linking the leadership principles, the culture components, and change theory, and student learning. Includes some appropriate cites from the literature.	The paper fails to establish arguments linking the leadership principles to culture components, change theory and student learning. Citations are either lacking or irrelevant.
APA	Writing standards are consistent with APA (6 th edition).	Writing standards are partially consistent with APA (6 th edition).	Writing standards (APA 6 th edition) are largely ignored.

This element of the course relates to the thoughtful discernment and meaningful engagement in discussions and coursework – I will be listening for the connections you make between the theory and practice as well as the authors you reference.

Privacy Concerns and FOIP

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

Plagiarism Warning

Please be aware that all material and ideas included in class presentations and assignments must be properly acknowledged to give credit to the originator. This includes all resources whether consulted and/or quoted or copied from print resources, Internet, media, or personal consultations. Assistance with documentation is available through the University library. If violations are suspected, students may be required to submit an electronic version of their work.

Grading Schedule

Based on the recorded grade for each of the assignments in Education 5631, the following constitutes the final grade:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100%	96%	92%	89%	86%	82%	79%	76%	72%	69%	66%	62%
97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	and Less

Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education program.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. Student Discipline Policies available at the link below: <http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2014-15/part04.pdf>

Tentative Schedule

Date	Topic	Who's on?	Readings	What's due?
July 2	<ul style="list-style-type: none"> • Program & Course Outline • The leadership continuum 	CG	<ul style="list-style-type: none"> • Harris Chapters 1 & 2 	Group selection Partner and article selection
3	<ul style="list-style-type: none"> • Leadership Standards in Alberta 	CG	<ul style="list-style-type: none"> • Professional Practice Competencies for School Leaders Links to reading on Alberta Education website Principal Quality Practice Guidelines http://education.alberta.ca/media/949129/principal-quality-practice-guideline-english-12feb09.pdf The Alberta School Leadership Framework: http://education.alberta.ca/media/2266441/thealbertaschoolleadershipframework.pdf	
4	<ul style="list-style-type: none"> • Capstone and Library 	External Presentations	In the AM we will watch a couple of Capstones being presented and have a visit from Librarians to talk research and Endnote.	Leadership Statement #1
7	Contemporary leadership perspectives	Presentations	<ul style="list-style-type: none"> • Harris Chapter 4 	Contemporary Leadership Perspectives Presentations
8	Contemporary leadership perspectives	Presentations	<ul style="list-style-type: none"> • Harris Chapter 5 	
9	Change Theory	CG	Harris Chapter 6 Online readings as assigned	
10	Change Theory	Collaborative group work		PPCSL Reflection
11	AM Only Judy Vogt / Rumi Graham			
14	Change, Leadership & School Improvement	Group Presentation 1	Online readings as assigned	Application of Theory Presentations
15		Group Presentation 2	Change Theory and Leadership application scenarios	
16		Group Presentation 3	Change Theory and Leadership application scenarios	
17		Group Presentation 4 Group Presentation 5	Harris Chapters 7 and 8	

Date	Topic	Who's on?	Readings	What's due?
18	AM Only Judy Vogt/Rumi Graham Specialization – Key Points: Program Structure Culminating Activities Internship Capstone			Leadership Statement #2
21	Course wrap up			
22	Individual interviews booked			
25				Research Paper Due